

TOTAL EDUCATION SOLUTIONS

I. The Charter School's Educational Vision

A. Baseline information about the school

1. Demographic characteristics and performance levels of the students it is seeking to serve.

Our target population is students at-risk for academic failure, chronic truancy and dropping out of school; children in foster placement, on probation or in homeless shelters. In Los Angeles County nearly four out of ten children are at-risk for dropping out of school; nearly 54,000 children are in foster care status (both those from the Department of Children and Family Services and the Probation Department in foster families, group homes and other residential placement) and an additional 9,000 children are estimated to be homeless. The educational needs of at-risk, foster care and homeless youth are unfulfilled by both the traditional public school system and current alternatives. The chronically truant, academically at-risk youth may be disinterested in traditional academic studies or may lack a family support system. These youth need an innovative approach to education that allows for their past low academic achievement yet gives them an opportunity to succeed at their own pace despite their problems. These youth require a school setting that gives them a sense of belonging and provides them with the necessary support services. They also need to be engaged in their education which can be accomplished through the use of technology and increasing their sense of competence in the academic arena.

The “transient” (foster care and homeless) populations face several obstacles in progressing with their education, the most obvious being the lack of a permanent residence. Another problem is the lack of continuity in their studies. Each time a foster care youth has a new residential placement (whether it be in a foster family, group home or other setting), there is the potential that his/her academic records do not follow the student to the new placement. The student then begins their new school placement with a blank slate and a full battery of assessments must taken, again, wasting the student's limited time in that placement and that of the school staff. Also, because of varying curriculum schedules, the student may enter into a classroom and find that he/she has already studied the current material and/or the current class has covered material the student needs.

Homeless youth face impediments enrolling into schools due to the nature of their transitory lifestyle and once in school, face challenges similar to those of foster care youths. Because of their history, both foster care and homeless youth often need counseling and/or other related services to improve their emotional and behavioral welfare and educational capability. Generally, these students are also academically low achieving and at-risk for dropping out of school.

2. Characteristics of the communities in which these students live

At-risk, foster care and homeless youth are found throughout Los Angeles County. However, there are community clusters that have a greater number of these types of youth than others. These community clusters are primarily urban and densely populated with low-income minorities.

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B. Educational Vision

1. Broad, overall program goals

Our vision is to offer a full-service school or pro-family educational model for children in Los Angeles County who are at-risk for academic failure, chronic truancy and dropping out of school; children in foster placement, on probation or in homeless shelters; utilizing technology driven integrated learning systems in a supportive and nurturing school setting. Through this model we will provide a seamless support system and related services for academic transition for the target population. Our model would provide an innovative means for educational continuity and stability, two integral components that are severely lacking in the current system for those youth. We propose to utilize computer-based integrated instructional technology with assessment and management components to fulfill the at-risk, foster care and homeless youth's academic needs. Leveraging funding from various state and county programs (e.g. Department of Children and Family Services, the Department of Mental Health and Probation) the charter school will also provide a full range of services needed by the target populations: e.g. mental health services, substance abuse counseling, speech and language therapy, physical therapy, occupational therapy, vocational rehabilitation and case management for adjudicated youth. This person-centered model views each student as a learner and focuses on their potential rather than their past failures.

2. Philosophical, theory and research base for the vision

According to Maslow's Hierarchy of Needs, only by meeting a person's primary needs can the person then concentrate on a higher need such as that for learning. The student's basic needs for food, shelter and safety are met by their parents, residential placement or shelter, and their needs for belongingness and esteem can be supplemented at the school.

Examples of successful full-service schools can be found throughout the country, notably in communities with a large population of disadvantaged families (New York City; Modesto, California; Brooklyn, New York).

Early reports from the more comprehensive community-schools are encouraging. Attendance and graduation rates are significantly higher than in comparable schools, and reading and math scores have shown some improvement. Students are eager to come to schools that are stimulating, nurturing, and respectful of cultural values. Parents are heavily involved as classroom aides, and advisory board members, in classes and cultural events, and with case managers and support services. Property destruction and graffiti have diminished, and neighborhood violence rates have definitely decreased. (Dryfoos, Joy. *"Full-Service Schools,"* Educational Leadership, April 1996).

Other "school as the community" models also emphasize parent involvement and integration of other agencies to provide auxiliary services on the school site. (Fowler, R. Clarke and Kathy Klebs Corley. *"Linking Families, Building Community,"* Educational Leadership, April 1996.) The key to success in full-service schools and other models is collaboration. By involving stakeholders who share the same vision in the formation of a

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full-service school for at-risk youth, many problems associated with the integration of supplemental services to an existing institution will be prevented.

“Keeping students from failing and giving students warm, interpersonal support” are proven factors in reducing delinquency (Gold, Martin. “*Charting a Course: Promise and Prospects for Alternative Schools*,” Journal of Emotional and Behavioral Problems, vol. 3, issue 4). The computer-based integrated learning system allows for individualized achievement which means that all students can see some progress. The provision of such a system in a school environment that views all students as learners and successes rather than failures provides the warm, interpersonal support these students so desperately need. But this requires reconceptualizing performance so that students are not labeled as below average or failures. (Cambone, Joseph. “*Rethinking How We Think about Troubled Children*,” Journal of Emotional and Behavioral Problems, vol. 3, issue 4). Individualized achievement and the changing role of the teacher allows for some of that reconceptualization. Reforming traditional school culture and environment into a full-service model completes the process.

A computer-based integrated learning system allows students to study and complete finite competencies within the curriculum at their own pace and skill level. We envision that each classroom will have workstations for each student to utilize the computer-based integrated learning system to work on their own individualized, self-paced academic program. The system assesses, diagnoses strengths and weaknesses and prescribes individualized learning programs for each student.

In “Can Integrated Instructional Technology Transform the Classroom?” (*Educational Leadership*, October 1995) the authors conducted a national two-year study on integrated learning systems (ILS). They identified five areas in which classroom changes can occur: 1) increased time on-task; 2) computerized learning resources; 3) effective assessment and reporting; 4) guaranteed individualized instruction; and 5) new roles for teachers. The following findings are of great significance for our proposal.

“In ILS classrooms, students are motivated to learn. They enjoy working on computers, and they like the animated characters, voice capabilities, and full-color graphics. Because they can progress at their own pace, and because they receive immediate feedback, students remain engaged. This is important because increased time-on task has been shown to improve student performance (Doyle 1993).”

“The ILS allows the teacher to individualize instruction to fit each student’s needs. Because the system organizes content into small units, based on the learner’s ability, each student can make progress. Students who learn quickly move through the curriculum at a rapid pace. Those who need additional time and extra exposure receive it.” (Van Dusen and Worthen, 1995)

As an integrated learning system, the computer doesn’t supplant the role of the teacher. Instead of being a dispenser of information, the teacher now becomes a facilitator of the learning process. Many of the at-risk, foster care and homeless youth have authority

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issues and defy teachers as authority figures. By utilizing the computer and depersonalizing their education, the youth have an opportunity to view education and teachers as nonthreatening, thereby encouraging involvement. In addition to being a resource for students in completing their lessons, teachers also facilitate small groups to problem solve utilizing academic skills. Thus students benefit from individualized academic studies without being isolated from role models or their peers.

In addition to the benefits to students, computer-based integrated learning systems include a management system that automatically reports student achievement and measures outcomes aligned with state standards. We propose to use the internet to “house” the software as the portability of an internet based system allows for the transient nature of the population. Students can log on anywhere there is internet access and continue their studies right where they left off.

Another important advantage of an integrated learning system is the tracking of student assessment and progress. A frequent concern expressed by public school district officials is the difficulty they have in obtaining records for students who move from school to school (American Institutes for Research. “*Special Education: Nonpublic School and Nonpublic Agency Study*,” September 30, 1998). Regarding that issue the study recommended that the state consider an electronic database for all students. An academic “passport” for students statewide is in development, however, our proposal targets the most transient populations in immediate need of continuity in their education. While the technology allows for individual achievement, the provision of such a program on a school campus allows them to build relationships with adults and peers and ultimately gives the students a sense of belonging and community.

Our long range vision relies on the development of this charter school as a demonstration project for at-risk, foster care and homeless youth in Los Angeles County. If successful, this model may be replicated county-wide and ultimately, state-wide.

3. Specific educational objectives that will be accomplished through the school

The following learner outcomes have been adopted as the objectives that will be accomplished through the school:

a) Learning How to Learn - The learner will demonstrate an ability to self-assess his/her learning styles, strengths and weaknesses and spontaneously apply acquired strategic procedures to successfully interact with others and complete tasks at hand.

b) Literacy - The learner will think critically, act independently, and contribute constructively to interpret written and environment cues to facilitate successful interactions within social, cultural, vocational, technological, community and personal domains.

c) Communication - The learner will demonstrate effective oral and written communication skills to express their ideas and needs, and to be active participants in

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conversations with others to ensure success in the work force and with personal/social relations.

d) Life Long Learning - The learner will demonstrate the ability to figure out what they need to know, where to get needed support or information, how to communicate and interpret, and demonstrate successful problem solving and creative thinking abilities.

e) Ecological and Environmental Values - The learner will demonstrate action that shows personal responsibility for concerns affecting our planet's future as citizens of a global community.

f) Community/Advocacy - The learner will independently access and contribute to available community resources and work in partnership with others regarding mutual life concerns.

g) Personal Worth and Value - The learner will demonstrate a healthy sense of self-esteem and personal motivation and set positive, personal career goals and plans of action. He will be able to accurately assess and accept individual differences and competencies and move forward to take personal responsibility for his own life learning as a productive, contributing member of society.

h) Leadership - The learner will demonstrate an ability to positively affect and guide others in a variety of settings with adaptability while incorporating team building, ongoing negotiation and problem-solving.

4. Summary of what the charter hopes to achieve and how it will be different from what is available currently for students, parents and teachers in that community

The proposed model can provide academic continuity and a sense of community to at-risk, foster care and homeless youth through the utilization of an internet based integrated learning system and provision of related services in a "full-service" school setting. Currently, there are few alternatives available for those students who do not "fit" into the public school system. On one end of the spectrum is independent study that further isolates these youth. The other end is the restrictive environment of a nonpublic school. The students may require counseling and other related services but may not require the behavior modification plans implemented by nonpublic schools. Our model represents an alternative which blends the individualized and self-paced learning plans of independent study, the socialization and community support of a public school, and the related services offered at nonpublic schools to best meet the educational needs of the target populations.

II. Description of Grant Project Goals and Activities for Approval of a Charter Proposal

A. Grant Project Goals and Objectives

1. Tangible work product at the end of the project

Our goal for this project is to have a completely fully developed charter proposal including a plan for a comprehensive educational system including clear and measurable student outcomes, an effective assessment and accountability system and a professional

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development plan at the end of the project. The charter proposal will also have the 14 elements and supplemental documents as required by the Charter Schools Act. at the end of the project. Four primary objectives have been identified associated with that goal: 1) identify how to reach our target population of children who are academic failures, truants, potential drop-outs, in foster care or homeless; 2) identify the most appropriate curriculum and integrated learning system for that population; 3) identify the most appropriate age level to be served by the system; 4) identify a financially viable business model for serving the “transient” population given that reimbursement is based on average daily attendance.

2. Individuals Responsible for Completion of Work

Total Education Solutions (TES) brings over 25 years of experience in providing education and training services to “at-risk” youth. Founder and CEO, Nancy J. Lavelle, Ph.D., has almost 30 years experience in managing school programs that contract with government agencies to provide education and treatment services to youth with a wide range of “at-risk” factors including learning and emotional disabilities; physical, sexual and/or psychological abuse; behavior problems; gang involvement; substance abuse; delinquency and incarceration. TES’ Development Associate, Vicky C. Stiles, has nearly 10 years of development experience with nonprofit programs, including those for education of at-risk youth and foster care youth. TES proposes to contract with professional charter school developers to ensure that the completed charter proposal has the 14 elements and other requirements as mandated by the Charter Schools Act.

We plan to contract with Purposeful Training Systems, LLC, developers of Odyssey Charter School. Purposeful Training Systems, LLC is a member of the Los Angeles County Youth Development Partnership’s Executive Council and has published materials to prepare youth for the 21st Century workplace. Partner Kathleen O’Sullivan has over 25 years of business experience in the private, nonprofit and public sectors including success at technology firms, an at-risk youth organization and an employment and training agency. Cinda Russell, Ed.D., Partner, possesses a doctorate in education administration and over 40 years of experience as an educator, trainer, Western Association of Schools and Colleges (WASC) evaluator and Blue Ribbon Schools evaluator. Ms. Russell was involved in the development and start-up of 12 charter schools.

The completion of the charter proposal by Purposeful Training Systems, LLC will be overseen by Nancy J. Lavelle, Ph.D. and Vicky C. Stiles.

B. Identification of Planning Needs for the Development of an Effective School

1. Educational Capacity

Rather than creating a new computer-based instructional system to accomplish our program goals, we propose to utilize an existing product. There currently exists at least four companies (Curriculum Associates, Josten’s Learning Company, NovaNET Learning, Inc. and TRO Learning Inc.) that offers systems that have the management capacity needed to monitor and track individual student achievement. We plan to evaluate each of these packages to make at least the following determinations:

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- (a) How adaptable is the curriculum to include the school's learner outcomes?
- (b) Is the curriculum framework in alignment with statewide standards?
- (c) How adaptable is the assessment system to ensure that it aligns with the school's learner outcomes?
- (d) Does the assessment system include a variety of means to assess student progress, including the statewide assessment program?
- (e) Is the system cost-effective to manage and implement?
- (f) How portable is the system to allow for continuity in the student's program?

In addition to discussing the benefits of integrated learning systems, Van Dusen and Worthen also note the challenges of utilizing integrated learning systems: 1) underutilization of the system, by students and teachers; 2) actual integration of the system into the classroom; 3) excessive individualization/lack of teacher interaction; 4) educating and training teachers in the proper use of the system. Each of these challenges will be addressed in the development of the educational structure of the charter school.

Given the aforementioned challenges, professional development for educators in the form of preservice and ongoing training is essential to the successful utilization of the integrated learning system in the classroom. In addition to technical assistance, professional development activities for education and related services staff will include activities to increase staff knowledge/understanding of the specialized needs and challenges of serving the target population.

2. The Business and Organizational Management Capacity of the School

Total Education Solutions has demonstrated success in managing educational programs with the following characteristics: highly regulated; multiple sources of funding (e.g. Social Services, Special Education, Alternative Education, Mental Health, Developmental Disabilities, Rehabilitation; Criminal Justice; Juvenile Justice); complex contracting/reporting requirements; high employment costs due to regulations and licensing requirements and professional certification and credentialing requirements; substantial cash flow management requirements due to delays in government payments; and rate setting or rate freezing public policy decisions. With our experience and in collaboration with the various governmental agencies that serve foster care youth and homeless youth, we plan to create a cost effective educational model that leverages existing resources, rather than another bureaucracy.

Representatives from the governmental agencies will be interviewed for their input as will parents and/or guardians of the proposed students; teachers; representatives from other agencies who serve the same population; former at-risk, foster care and/or homeless youth and interested community members. Information from these interviews will be compiled and interpreted to determine the funding available for the services desired, that will then generate the school budget. Detailed budget information such as the allocated number of seats for at-risk youth, foster care youth, homeless youth will be dependent upon need and funding available for the populations served (as reimbursement for educational services is based on average daily attendance). Fiscal management of the

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charter school will be centralized with other TES operations including: financial planning, accounting, and payroll functions; personnel management; risk management; purchasing; maintenance contracts; marketing; and uniform contract procurement and monitoring. Centralization of such functions allows TES to leverage the resources of the various schools and programs to maximize efficiency and cost-effectiveness.

The charter school shall remain a separate entity from that of TES. The school will be operated as a California nonprofit public benefit organization with 501(c)3 status with the Internal Revenue Service to meet charter school regulations and to benefit from the philanthropical resources available to such entities. Members of the governing board and/or advisory council shall include stakeholders such as parents and/or guardians of the proposed students; school district officials; teachers; representatives from other private or governmental agencies that serve the same population; former at-risk, foster care and/or homeless youth and professionals relevant to the school's operation. The details of the school's managerial structure shall be determined by an analysis of the information gathered in interviews with stakeholders. The school's program structure will be developed in collaboration with the software company as they will be the expert in relevant information such as the suggested ratio of teachers and paraprofessionals to students to oversee the use of the instructional system in the classroom.

Areas that have a high density of at-risk, foster care and/or homeless youth (according to County departmental statistics) will be investigated for potential facility sites. Total Education Solutions again has experience in facility acquisition and maintenance including: obtaining financing for the acquisition of land and/or construction/remodeling of buildings; performing visits to potential sites; assisting in the planning of facilities; negotiation of purchase contracts, construction contracts architectural contracts and such other contractual and other arrangements as may be necessary or desirable in order to acquire, build, remodel, equip and furnish a facility or facilities; provide custodial services as well as routine maintenance and repair for the facility premises; and arrange for competitive bidding for major repairs and capital improvements.

Qualified staff will be recruited with expertise in the use of an integrated learning system to provide academic continuity for at-risk, foster care and homeless youth. Advertising at local postsecondary programs for teachers, advanced computer classes for teachers, computer interest groups for teachers, professional teaching organizations and print media will be used to recruit qualified staff. Consultants will be hired with planning grant funds to assist TES in conducting the interviews and other research required to complete a business plan and charter proposal for the proposed school.

3. Collaboration and Networking Strategies

As mentioned previously, interviews will be conducted with those interested in the education of youth at-risk for dropping out, foster care and homeless youth including parents/guardians, school district officials, government agency representatives, private organizations and other community members. These stakeholders will also be represented on the governing board and advisory council(s). Because the viability of the school relies on leveraging existing resources, collaboration with funding and referral

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sources is essential and will occur throughout the charter development process. TES will rely on its 25+ years of experience in collaborating with school districts and the relevant governmental and private agencies to solicit support and full collaboration to develop a comprehensive educational program that meets the specialized needs of the transient populations we propose to serve. TES, under contract with the Los Angeles County Department of Mental Health, is providing mental health services for foster care and adjudicated youth as well as substance abuse counseling. TES also provides other therapies and related services to students at nonpublic schools under contracts with over 30 school districts in Los Angeles County, including the largest - Los Angeles Unified School District.

4. Overall Program Evaluation

TES has identified the following Seven Success Strategies as essential for the design and establishment of effective programs for at-risk youth:

I. Effective Leadership

- A. Symbolic--Vision; philosophy; values ; culture, climate; school/program goals.
- B. Human Resources--Hiring; termination; deployment; development; support; team building; cultural competence.
- C. Political--Government access; funding/fund development; strategic planning; participating in provider groups and professional associations.
- D. Structural--School/program/class organization; timing; scheduling; class size; policies and procedures; rules and regulations; financial planning and accountability.

II. Student Behavioral Accountability

- A. School/Program-Wide Discipline System--Program management; phase level systems; positive reinforcement systems; counseling and enrichment activities; record keeping systems.
- B. Applied Behavioral Analysis-Observation, targeting behavior; contingency contracting; reinforcement; punishment; modeling; extinction; desensitization; guided practice.
- C. Positive Behavioral Intervention--Functional assessment; behavior observation; ecological, antecedent, consequence and reinforcement analysis; analysis of school based interventions; development of goals and objectives; anecdotal records; evaluation.

III. Student Centered Curriculum

- A. School/Program-Wide Curriculum Framework--Standardized, alternative, portfolio assessments; basic skills attainment; learner outcomes; school to work outcomes.
- B. Student Empowerment--Personal responsibility; self-determination/self-advocacy skills.
- C. Individualized Planning and Curriculum--Learning styles/differences; diversity; personalized instruction.

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IV. Parent Involvement

- A. Parent Empowerment--Parent advocacy and rights; parent to parent support groups; parent participation; parent communication; parent resources.
- B. Parenting Skills-Parent education and training; parent counseling; family therapy.

V. Technology Support

- A. Accountability--Measurement; assessment; evaluation; portfolios; outcomes; results.
- B. Information Management, Analysis and Reporting--case management; quality review; curriculum and staff development planning utilities.
- C. Individualized Instruction/Intervention--individual education plans; Positive Behavioral Intervention Plans.
- D. Interconnectivity/Communication--Local area networks; intra/internet access.

VI. Access to Community Resources

- A. Support--Volunteers; donations; expertise and advice.
- B. Collaborations/Partnerships--Social service agencies; probation department; mental health programs; job training programs; business/industry; universities; community colleges.
- C. Accountability--School to Work transitions/outcomes; governing/advisory boards; program evaluation.
- D. Internet Access--world wide web; e-mail.

VII. Effective Staff Development

- A. School/Program-Wide Staff Development Framework--Comprehensive needs assessment.
- B. Training on Seven Success Strategies--On-going preservice and inservice training.
- C. Community Linkages--Local colleges and universities; professional organizations and conferences; intra/internet access.

These Seven Success Strategies will be utilized to evaluate success of the charter school's program.

C. Support for Getting the Charter Petition Circulated and Approved

1. Specific Activities and Work to Be Done – Total Education Solutions (TES) will contract with Purposeful Training Systems, LLC (PTS) to develop and write a charter proposal that meets or exceeds the required 14 elements, as required under the Charter Schools Act, including but not limited to:

- Developing a detailed description of the educational program of the charter school, clearly delineating the specific target population the school is designed to serve, how the school's education program will equip this particular target population to meet the demands of the 21st century. The description will incorporate goals that will address how

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the school design will enable this at-risk population to become self-motivated, competent lifelong learners, taking into careful consideration their particular learning needs.

- Developing a matrix detailing the expected skills, knowledge and attitudes expressed as measurable learning outcomes for each component of the educational program. The matrix will also tie the learning outcomes to specific achievement strategies and assessment methods.
- Assisting TES in establishing the most effective governance structure for their unique school design, in compliance with the Charter Schools Act. Given the distinctive characteristics of the at-risk, and in most cases, transient population being targeted, it is clear that many of these youth will not have traditional parental involvement. As such, PTS will work with TES to strategize the most effective means to ensure an appropriate support system for this target population, as an alternative to traditional parental involvement.
- Describing the qualifications to be met by individuals who will be employed by the charter school, in compliance with the Charter Schools Act and other related laws and regulations.
- Ensuring that procedures relating to the health and safety of pupils and staff are developed in compliance with the Charter Schools Act and other related laws and regulations and are fully described in the charter document.
- Addressing the means by which the school will achieve a racial and ethnic balance among its pupils, reflective of the general population in the geographic area to be served.
- Working with TES to evaluate appropriate admission criteria given the target population to be served.
- Describing the procedures TES will use for conducting annual, independent, financial audits using generally accepted accounting principles, and the way in which audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority.
- Describing the policies and procedures TES will use relating to suspension and expulsion of students, in compliance with all the related laws and regulations, particularly as they relate to the target population that the charter school is intending to serve.
- Describing the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security system, as determined by TES.
- Describing the public school attendance alternatives for pupils who choose not to attend the charter school.
- Describing the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at the charter school.
- Working with TES to develop procedures to be followed by the charter school and the sponsoring entity to resolve disputes relating to provisions of the charter.
- Incorporating miscellaneous clauses into the charter that will strengthen the charter document and the working relationship between TES and the sponsoring entity, including, but not limited to, severability, communications, term of the charter, amendments to the charter, process for charter renewal, any related memoranda of understanding that would be developed and intentions for cooperative relationships.

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In addition to the 14 required elements, in compliance with the Charter Schools Act, PTS will work with TES to develop the required supplemental documentation to be provided with the charter document, including:

- Appropriate documentation relating to how the proposed operation of the charter school will impact the sponsoring entity, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school will be provided, and potential civil liability effects, if any.
- The required basic financial plan, including a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.

PTS will maintain and build on their existing working relationships with local and state charter-related agencies, as appropriate, to monitor the development of charter school-related laws and regulations that might affect the development of TES's charter school and/or the charter document itself.

PTS will work with TES to develop a strategic plan for recruiting students and for obtaining the necessary signatures on the charter petition, in compliance with the Charter Schools Act.

PTS will work with TES to evaluate the various options available under the Charter Schools Act for selecting the most appropriate entity to petition for sponsorship and to develop related strategies for the charter approval process.

2. Justification for Use of Grant Funds

Grant funds will be used to contract with charter school developers, Purposeful Training Systems, LLC, as consultants to conduct the specific activities outlined in the previous section including:

- Research identify specific target population, including geographic area to be served and racial and ethnic demographics of that area.
- Identify possible facility sites in geographic area.
- Identify and collaborate with funding sources, referral sources, parents and other agencies that serve the target population to leverage existing resources to develop cost-effective and viable educational and business plans.
- Identify and collaborate with vendor to customize computer-based integrated learning systems for target population.
- Identify measurable learning outcomes for each component of the educational program.
- Identify opportunities for stakeholder involvement including parents/guardians.
- Develop policies and procedures relating to the required 14 elements of a charter document as outlined in the Charter Schools Act.
- Determine appropriate authorized public chartering agency to petition for sponsorship.
- Develop strategic plan to complete petition, including obtaining necessary signatures.

III. Self-Assessment and Procedures for Monitoring Progress Towards Completion of the Charter Proposal

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A. Evaluation of the quality of the charter proposal itself

Total Education Solutions will form an advisory council, consisting of professionals with expertise in charter school development, education and other services for at-risk, foster care and homeless youth, to evaluate the quality of work conducted by contracted consultants. Drawing upon the advisory council's combined experience and TES' nearly 30 years of experience in managing programs for at-risk youth, evaluation of the charter proposal completed by contracted consultants will include verifying that the 14 elements and supplemental documents required by the Charter Schools Act constructed are based on sound principles and accepted industry practices.

B. Timeline for completion of specific tasks

Month 1-2 ↓	Identify and interview stakeholders and other potential collaborative partners: funding sources, referral sources, parents and other agencies that serve the target population to gauge their interest in the vision of the proposed charter school and applicability of existing resources. Identify specific target population based upon availability of funding and other resources. Identify geographic area(s) with high density of target population. Refine vision as needed based on research.
Month 3-4 ↓	Identify vendors of computer-based integrated learning systems. Research and determine most appropriate system for target population. Collaborate with vendor and stakeholders to develop a comprehensive educational system including clear and measurable student outcomes, an effective assessment and accountability system and a professional development plan. Submit initial funding information to TES accounting department to begin development of viable business plan.
Month 5 ↓	Determine most effective school governance and management structure including responsibilities and number of employees. Identify opportunities for parental/guardian and community involvement. (Ongoing collaboration with stakeholders. Ongoing development of viable business plan by TES accounting department.)
Month 6-7 ↓	Identification of possible facility sites. Submittal of plan for comprehensive educational system to stakeholders for review. (Ongoing development of viable business plan by TES accounting department.)
Month 6-10 ↓	Development of complete charter proposal including meeting or exceeding the 14 elements and supplemental documents required by law including obtaining signatures for the petition.

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Month 8 ↓	Revise educational plan as needed. Selection of facility site. Identify appropriate authorized public chartering agency to petition for sponsorship. Submittal of complete business plan to stakeholders for evaluation based on viability and cost-effectiveness. Consult with attorney on charter proposal and incorporation of proposed charter school as a California nonprofit public benefit corporation with 501(c) 3 tax status.
Month 9 ↓	Revise business plan as needed. Ongoing work to incorporate school. Complete petition.
Month 10	Completion of charter proposal including the 14 elements and supplemental documents required by law.

C. Procedure for evaluating quality of work

Consultants will submit monthly written progress reports to TES. TES will distribute progress reports to Advisory Council and convene meetings as needed.

D. Adherence to required evaluations of the grant

TES will participate in the evaluation process as required by CDE as a funded applicant. TES will work with CDE and other funded applicants as requested, including travel to Sacramento or another site in California as needed. TES will also submit two written progress reports during the grant project period. All final work products developed under this public charter schools grant program will be available to CDE for dissemination.

E. Process for how the grant money will be spent

Grant money will be used to pay contracted consultants based on an hourly rate, excluding expenses. Biweekly time and expense reports will be required for approval by Nancy J. Lavelle, Ph.D., Project Director, prior to issuance of funds. Expense reports (mileage) for TES staff will be required prior to reimbursement. Attorney's fees for consultation and incorporation work will be paid as services are rendered.